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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: Who We Are - Agenda-Maths** | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  Measurement, Patterns and Function and Number achievement indicators | | | | | | **Skills:** Observing, Thinking | | | | | |
| **Materials:** Computers, Heinemann book 4, ladder, memory game, big die, # worksheets. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 11** | | | | **Time: 1 block** | |
| **Description** | | | | | | | | | | | |
| **Opening:** Explain the strategy of the agenda to the children. | | | | | | | | | | | |
| **Main Activity:**  **AGENDA**  1. Symmetry – Computer  2. Heinemann, wb. 4, pages 3,4  3. What habits do you have? Survey…Tally Chart (**teacher)**  4. Counting matching amount with number **(teacher)**  5. Memory Numbers 1 to 20  6. Ladder  7. Maths books  8. Bucket Game (have long and short material , then classify them in the buckets and afterwards register in their Maths notebook   |  |  | | --- | --- | | Long | Short | | [Pencil Clip Art](javascript:edit(122329)) | http://www.clipproject.info/images/joomgallery/details/school_37/ruler_image_-_school_clip_art_free_20121124_1302865001.gif | |  |  | |  |  | |  |  | | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Expend time at the end to do the “Reflective pause” in terms of autonomy, time management, difficulties, class rules, and solutions. | | | | | | | | | | | |